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ABSTRACT

This study presents an evaluation of a program in which the Austin (Texas) Independent School District's School-Community Guidance Center (SCGC) employed three project specialists to work with incorrigible and delinquent students at three locations: Travis County's Gardner House Detention Center and F. R. Rice High School and F. R. Rice Middle School, two alternative schools for secondary students removed from their home schools due to incorrigible conduct. The SCGC was designed to help these high-risk students in the areas of school attendance, academic achievement, disruptive behavior, and contacts with the courts. Major findings included the following: (1) very few students dropped out while at Rice, but rates escalated once students returned to their home schools; (2) students who had a repeat referral to Rice were more likely to remain in school 18 months and 2 years after leaving Rice than were those who did not have a repeat referral; (3) enrollment has been increasing at Rice Secondary School; and (4) the attendance of students referred to Rice declined slightly while at Rice but increased slightly after they returned to their home school. (The document describes Rice and Gardner House, services provided by SCGC, student characteristics, and student outcomes after SCGC. Statistical data from the dropout study is presented with tables and graphs.) (ABL)

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# An Alternative for High-Risk Students:

## The School-Community Guidance Center Evaluation, 1987-88

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# AN ALTERNATIVE FOR HIGH-RISK STUDENTS: THE SCHOOL-COMMUNITY GUIDANCE CENTER

## EXECUTIVE SUMMARY

**AUTHORS:** Linda H. Frazer, Nancy Baenen

The School-Community Guidance Center (SCGC) employed three project specialists to work with incorrigible and delinquent students at three locations--AISD's F. R. Rice High School, F. R. Rice Middle School, and Travis County's Gardner House Detention Center. SCGC was designed to help these high-risk students in the areas of school attendance, academic achievement, disruptive behavior, and contacts with the courts.

## MAJOR FINDINGS

1. Very few students dropped out while enrolled at Rice (4.3% of 1,284 during last five semesters). However, rates escalated once students returned to their home schools (22% had dropped out by the twelfth week).

2. Those students who had a repeat referral to Rice were more likely to remain in school (62%) one and one-half and two years after leaving Rice than tnose (38%) who did not. Students enrolled during one semester and remaining for the next semester before returning to their home school and those having repeat referrals nad lower dropout rates than other students.

3. Of those 198 enrolled in SCGC in spring, 1986, 70.2% had dropped out of school as of July, 1988.

4. At the end of 1987-88, of the 411 SCGC students at Rice who were enrolled at any time during 1987-88, 340 (82.7%) remained in school, four graduated, 12 transferred, and 50 (12.2%) dropped out.

5. Enrollment at Rice Secondary School has been increasing the last two years. During 1987-88 the enrollment of 685 students was 38.1% nigher than 1986-87 (496) and 142.9% higher than 1985-86 (282).

6. In 1987-88, 411 students were served through SCGC at Rice with 501 served at Gardner House (289 AISD, 81 non-AISD students, and 131 dropouts). Thus, a total of 912 students were served during this year compared to 993 last year. Decreases resulted from the late start of the TEA grant and the relocation of Gardner House. Students at Rice Middle School in the fall of 1987 were not served by SCGC at all.

7. The attendance of AISD students referred to Rice declined slightly while at Rice but increased slightly after they returned to their home school. Most of those referred had high absence rates prior to going to Rice; those exceeding the maximum of five unexcused absences to earn course credit had little incentive to improve grades and attendance until the beginning of the next semester.



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## OPEN LETTER TO AISD

The students who are served by SCGC represent a population at very high risk for dropping out. The students have already been labeled incorrigible for the most part (except those referred for academic problems to TAP and AIP). Results suggest some areas that SCGC staff can be proud of as well as some challenges for the future. Possible solutions came to mind as we worked with SCGC and Rice staff and analyzed data throughout the year. Readers are invited to view suggestions as "mind teasers" for their consideration.

**RICE**

Rice represents an attempt to provide a full educational experience for students who have been unsuccessful in fitting into a regular school environment. Staff attempt to help these students: increase school attendance, improve academic achievement, decrease disruptive behavior, and reduce contacts with court authorities. While at Rice students do tend to stay in school and earn credits towards graduation.

Dropout rates deserve elaboration, as there is national attention to finding appropriate ways to help high-risk students. Very few students dropped out while enrolled at Rice (4.3% of 1,284 during last five semesters). However, rates escalated once students returned to their home schools (22% had dropped out by the twelfth week; 70% had dropped out within 2 years of leaving Rice). (Dropout rates for TAP participants are reported to be a lower 23.7% after one year based on the retention alternatives report--ORE Pub. No. 87.52). It appears that a longer stay at Rice might be effective in lowering dropout rates somewhat. Those students who had a repeat referral to Rice or were enrolled during one semester and remained for the next semester were more likely to remain in school and had the lowest dropout rates.

A contributing factor to high dropout rates is likely to be the fact that students show less ability to pass courses after returning to home schools, with only 28% passing five or more courses.

Improvements both in the program at Rice and at the home schools once students return could help to improve effectiveness. The Rice program might be more effective if:

- Students stayed there longer, the fall to spring change in schools was eliminated, and more flexibility was allowed in exit dates.
- Students learned more life-coping skills in classes or group counseling to aid in elimination of the attendance, academic, and behavior problems which brought them to Rice initially.
- A stronger TEAMS focus was incorporated, with materials packets available for substitutes and other teachers to use on various objectives.

- There was one campus so staff were not stretched thin over two locations.
- Fewer substitute and more regular teachers were employed. At the end of the year Rice teaching staff was 39% permanent substitutes. Hiring more regular teachers could result in better instruction and fewer discipline referrals.
- Some teachers were hired on a half-time basis and expanded to full time as enrollment increased.
- More resources were allocated for Rice. There need to be teachers' manuals and library resources adequate for the projected enrollment.
- Project specialists had more planning time before the school year and at least one break away from students during the day.
- Home schools sent information about the students they refer on a more timely basis.

**REGULAR HIGH SCHOOL PROGRAMS**

Many students leaving Rice do not do well upon their return to their home campus. They either return to Rice or drop out. One factor might be that the school changes necessitated by enrollment in Rice and the return to the home school are too much for these students, who are already experiencing difficulty in school. Moving to a new school or even returning to a school midyear when other students have adjusted and made friends may be more difficult than in the fall when everyone gets a chance to start fresh. Some national research suggest high-risk students do not cope well with change, have limited life-coping skills, and have a low sense of personal responsibility (O'Sullivan, 1988).

Another factor may be the match of the nature of the students and the school environment involved. Classes at Rice are small, instruction is individualized, and total enrollment at Rice is smaller than at the regular high schools.

Unless an alternative school is developed for these students, they will return at some point to their home school. Some schools do provide former SCGC students with some services, but the support provided appears to be inconsistent from school to school and insufficient overall. Better follow-up is needed on the home campus with these high-maintenance students (probably need long-term support). Some ideas include:

- School within a school concept to enhance identity and a sense of belonging.
- Scheduling students into smaller class sections as available.
- Support group or group counseling.
- Life-coping skills class.
- Greater use of an adult mentor.
- Greater use of the Peer Assistance Leadership (PAL) program.

**GARDNER HOUSE**

The program at Gardner House appears to be doing well considering the types of students they have and the short duration of their stay. It is suggested however, that the communication between Gardner House and AISD be improved. Teachers need to know what Gardner House is, who Gardner House serves, and how they can help any of their students who might be detained. Comments about long-term follow-up apply to these students also.

# THE SCHOOL-COMMUNITY GUIDANCE CENTER
# 1987-88 FINAL REPORT

The School-Community Guidance Center (SCGC) employed three project specialists who served as liaisons between AISD, the juvenile justice system, various community service agencies, and at-risk students. The term "at-risk" referred to young people who fell into one or more of the following categories:

- Engaged in delinquent conduct,
- Functioned unacceptably in school, and
- Adjudicated.

Adjudication included those who merely had contact with juvenile justice authorities as well as young people actually arrested and detained. All of these were judged to be likely to drop out of school if they had not dropped out already.

Two project specialists were assigned to F.R. Rice Secondary School, one at the high school campus and one at the middle school campus. At Rice, all students and their parents or guardians met with the project specialists and enrolled simultaneously in the school **and** SCGC.

One project specialist was assigned to Gardner House, the Travis County Detention Center. She primarily provided educational services to students. Six part-time staff were also assigned to summer school for attendance follow-ups and counseling duties.

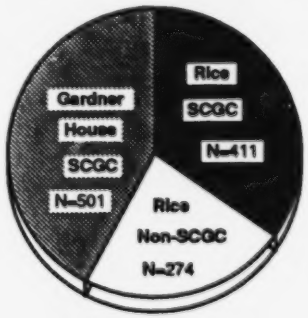
In addition to liaison and referral services, the project specialists also offered counseling, tutoring, and monitoring. The objectives of the SCGC program focused on these four goals:

- Increased school attendance,
- Improved academic achievement,
- Decreased disruptive behaviors, and
- Reduced contacts with court authorities.

In order to better understand the SCGC program, it is necessary to understand the nature of Rice and Gardner House, which provide the context for the operation of SCGC. The context is important as it acts as a constraint on the SCGC program.

The majority of the students enrolled at Rice were served by SCGC.

**Rice and Gardner House Students**



## WHAT IS THE NATURE OF RICE SECONDARY SCHOOL?

A description of Rice is essential to understanding the role of SCGC staff, as most of these students were actually served by the program. AISD operates F.R. Rice as an alternative school for secondary students removed from their home schools due to incorrigible conduct. In 1987-88, two campuses operated -- Rice High School (for grades 9-12) and Rice Middle School (for grade 6-8).

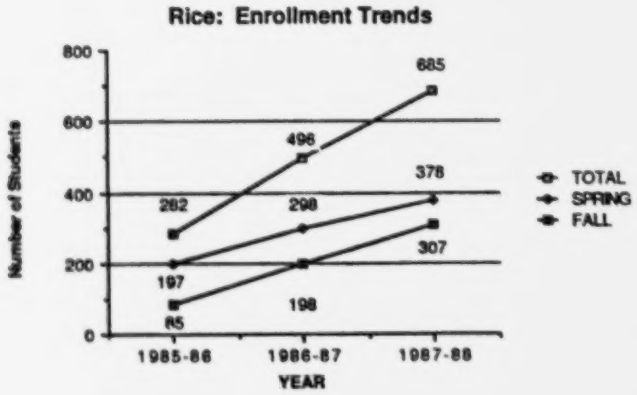
### ENROLLMENT TRENDS

The total number enrolled has been increasing each year as shown in Figure 1. The total of 685 students who were enrolled at any time during the 1987-88 school year was 38.1% higher than the year before and 142.9% higher than two years ago. Enrollment at Rice increases during each semester as more students are referred.

**FIGURE 1**
**Enrollment at F.R. Rice**

| | 1985-86 | 1986-87 | 1987-88 |
|---|---|---|---|
| Fall | 85 | 198 | 307 |
| Spring | 197 | 298 | 378 |
| Total | 282 | 496 | 685 |

| | 1987-88 | |
|---|---|---|
| | Rice High School | Rice Middle School |
| Fall | 139 | 168 |
| Spring | 179 | 199 |
| Total | 318 | 367 |



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## STUDENT CHARACTERISTICS

**Grade Levels and Ages** - Rice Middle School (Rice M.S.) was designated for grade 6-8 and accommodated students in those grades. Rice High School (Rice H.S.), while designated for grades 9-12, actually had students from grades 7-12. The ages of the students on the two campuses overlapped. Rice M.S. students were ages 11 to 17 and Rice H.S. students were ages 13 to 19, with 15 the most common age at both campuses. See Figure 2.

**FIGURE 2**
**Grades and Ages of Students**

| Grades | Rice H.S. | Rice M.S. |
|---|---|---|
| 6 | | 43 (11.7%) |
| 7 | 10 (3.1%) | 147 (40.1%) |
| 8 | 87 (27.4%) | 177 (48.2%) |
| 9 | 147 (46.2%) | |
| 10 | 43 (13.5%) | |
| 11 | 21 (6.6%) | |
| 12 | 10 (3.1%) | |

| Ages | Rice H.S. | Rice M.S. |
|---|---|---|
| 11 | | 1 (0.3%) |
| 12 | | 28 (7.6%) |
| 13 | 3 (0.9%) | 81 (22.1%) |
| 14 | 30 (9.4%) | 111 (30.2%) |
| 15 | 109 (34.3%) | 109 (29.7%) |
| 16 | 104 (32.7%) | 31 (8.4%) |
| 17 | 47 (14.8%) | 6 (1.6%) |
| 18 | 22 (6.9%) | |
| 19 | 3 (0.9%) | |
| Median | 15.6 | 14.1 |

**Repeaters** - During 1987-88, 565 (82.4%) of the students at Rice were enrolled for the first time while 120 (17.6%) were repeaters who had attended in previous semesters.

**Contact with Juvenile Authorities** - More of the Rice M. S. students (87 or 23.8%) reported contact with juvenile authorities than Rice H.S. students (46 or 14.5%). The numbers, obtained from student's self-report, are probably an underestimate of the actual number of students who had contact with juvenile authorities.

**Special Education** - Special education students were equally represented at the two campuses with a total of 77 (11.2%) of all enrolled.

**Gender** - Students tended to be male more often than female at Rice H.S., (220 or 69.2%) and Rice M.S. (270 or 73.6%).

**Ethnicity** - Students at Rice H.S. were most often Black, (148 or 46.5%), while students at Rice M. S. were most often Hispanic, (196 or 53.4%).

See Attachment 1, page 1 for further detailed information.

## REFERRAL REASONS AND SCHOOLS

Of the 685 students enrolled, 529 (77.2%), were referred predominantly for behavior problems. However, students were also referred for the Academic Incentive Program (AIP), the Transitional Academic Program (TAP), and as a special assignment. AIP and TAP are academic programs for retainees and potential retainees at the middle school grades.

| | Total | Rice H.S. | Rice M.S. |
|---|---|---|---|
| AIP | 14 | 11 | 3 |
| Behavior | 529 | 234 | 295 |
| TAP | 118 | 55 | 63 |
| Special Assignment | 24 | 18 | 6 |

Rice H.S. students were most likely to be referred for truancy and unexcused absences. Rice M.S. students were most likely to be referred for fighting and insubordination. See Attachment 1, page 2 for further details.

The students enrolled at Rice this year presented more severe behavior problems. Large increases were seen in the more serious acting-out behaviors and avoidance/withdrawal behaviors. Although the population at Rice increased by 38.1%, students referred for some offenses increased far more than would be expected as shown in Figure 3.

**FIGURE 3**
**Offense Increases**

| OFFENSE | 1986-87 | 1987-88 | Increase |
|---|---|---|---|
| **Unexcused/Excessive Absences** | **89** | **201** | **225.0%** |
| **Assault** | **34** | **74** | **217.6%** |
| **Missed or Excessive Detention** | **46** | **93** | **202.0%** |
| **Possession of Weapons** | **14** | **25** | **178.6%** |
| **Fighting** | **122** | **191** | **56.5%** |
| **Profanity** | **67** | **103** | **53.0%** |

Few offenses decreased in referral rates. Referrals for gambling dropped from three to zero and violation of drug policy decreased from 62 (7.7%) to 56 (4.7%). Referrals for insubordination increased by only 5%.

Students were referred to Rice H. S. and Rice M. S. from all AISD secondary schools (See Figure 4). The highest number of referrals to Rice H. S. were from LBJ (44), Reagan (40), or Lanier (32). Rice M.S. students were most likely to come from Pearce (59), Mendez (36), or Burnet (35). See Attachment 1, page 3 for further details.

FIGURE 4
School Referral Rates to Rice

| School | Enrollment | Number Sent to Rice | Percent |
|---|---|---|---|
| Pearce | 845 | 63 | 7.46 |
| Porter | 1027 | 58 | 5.65 |
| Bedichek | 1032 | 45 | 4.36 |
| LBJ | 1329 | 44 | 3.31 |
| Reagan | 1437 | 40 | 2.78 |
| Mendez | 1076 | 39 | 3.62 |
| Murchison | 971 | 35 | 3.60 |
| Burnet | 1002 | 35 | 3.49 |
| Lanier | 1547 | 32 | 2.07 |
| Martin | 794 | 31 | 3.90 |
| Crockett | 2583 | 30 | 1.16 |
| Fulmore | 894 | 30 | 3.36 |
| O'Henry | 694 | 30 | 4.32 |
| Lamar | 858 | 29 | 3.38 |
| Kealing | 872 | 26 | 2.98 |
| Covington | 1204 | 19 | 1.58 |
| Johnston | 1877 | 18 | 0.96 |
| Anderson | 1644 | 13 | 0.79 |
| Dobie | 840 | 9 | 1.07 |
| Austin | 1595 | 8 | 0.50 |
| McCallum | 1281 | 4 | 0.31 |
| Robbins | 144 | 3 | 2.08 |

## TEAMS

As one measure of academic performance, the last TEAMS test taken was checked for each student enrolled at Rice during 1987-88. There were 18 students in fall, 1987 and 13 students in spring, 1987 eligible to take Exit Level TEAMS. Ten (55.6%) of the fall students achieved mastery and 10 (76.9%) of the spring students achieved mastery.

Overall, 14.4% of the fall, 1987 students and 14.2% of the spring, 1987 students passed all three TEAMS tests. However, 46.1% of the fall students and 46.7% of the spring, 1987 students did not pass any of the tests. Thus, remediation of TEAMS skills missed must be a priority at Rice. Inability to handle these basic skills may contribute to high subsequent dropout rates.

## STAFF CONCERNS ABOUT FACILITIES AND STAFF

Formal interviews with administrative staff, project specialists and informal interviews with other school staff at Rice Secondary School indicated concern about the split campus. Administrative staff and teachers felt that personnel and materials were stretched thin with two locations. The library facilities at Rice M. S., for example, consisted of a few sets of encyclopedia and a few other books.

The location of Rice M.S. on the former Read campus presented problems. The design of the building made monitoring student behavior very difficult. There were doors that did not lock, moveable partitions for classroom walls, access from each room to the outside, access to multiple rooms from many classrooms, and walls which jut out and provide many areas in which to hide. The Read campus is located near a large shopping mall which proved too tempting for many of these students who already have problems with school attendance. It has been proposed that Rice be housed only at the Rice H.S. location next year, a facility more appropriate for these students.

The use of many permanent substitute teachers is a concern for many staff members. At the end of the year Rice M.S. full-time teaching staff was 42% permanent substitute, while Rice H.S. full-time teaching staff was 36% permanent substitute. The perception of the staff is that these substitute teachers lack training in dealing with these students, and consequently have many more discipline referrals, and provide more "babysitting" than actual teaching. Frequently, a class will "go through" several substitute teachers before finding one who can handle the students and is willing to return on a regular basis.

The late implementation of the split campus and reassignment of the principal were likely causes that less inservice training was provided this year than in the past. Staff members requested more training in the future and requested that the permanent substitute teachers hired during the year be given more training in dealing with these students.

There is concern that with the increasing numbers of students referred to Rice, it is harder to give individual students the time and attention needed. Further, many staff express concern about what happens to the students when they leave Rice. There is a perception that many students flounder when returned to their home campus. There seems to be a need for more home school follow-up support.

## WHAT IS THE NATURE OF GARDNER HOUSE?

Gardner House is the Travis County Juvenile Detention Center which houses juveniles, detained by the police, who are awaiting a court hearing. While Gardner House is being rebuilt at its location on South Congress Avenue, the facilities are located temporarily at the Austin State Hospital. For reasons of security, not all students can be accepted for detention at Austin State Hospital, and some are sent to other facilities and services. Thus, the change in location has resulted in a smaller number of detainees. Problems of security have increased and outdoor recreation has been eliminated.

## WHAT SERVICES DID SCGC PROVIDE AT THESE CAMPUSES IN 1987-88?

Two project specialists were assigned to F.R. Rice Secondary School, one at the high school campus and one at the middle school campus. The third project specialist served the youth at Gardner House, the Travis County Juvenile Detention Center.

SCGC also provided funds for seven part-time specialists to work during the summer of 1988. Six were assigned to the summer school campuses (Fulmore Junior High and Travis High School) and one to Gardner House. Services provided for summer school consisted mainly of calls to parents of students with absences or excessive tardies, although counseling, tutoring, and monitoring were also offered. The Gardner House specialist continued with an instructional program much the same as the one conducted throughout the 1987-88 school year.

### RICE

The two project specialists assigned to F.R. Rice Secondary School (one at the high school campus and one at the middle school campus), met with all students and their parents or guardians to enroll simultaneously in the school **and** SCGC. As one result of the split campus there was only one project specialist and no regular counselor at Rice H.S. Consequently, the project specialist at Rice H.S. functioned more as a regular counselor and less as a project specialist. There was a regular counselor and a project specialist at Rice M.S. Thus, the project specialist at Rice M.S. was able to implement more of the functions of a project specialist.

In addition to liaison and referral services, the project specialists also offered counseling, tutoring, and monitoring. The objectives of the SCGC program focused on these four goals:

- Increased school attendance,
- Improved academic achievement,
- Decreased disruptive behaviors, and
- Reduced contacts with court authorities.

The supervisor of SCGC (who was also the principal at Rice) agreed with the specialists that their most important duty was to counsel with individuals. The project specialists also played the role of liaisons between students and school administrators, teachers, juvenile court officials, and social service agencies. Many of their activities

benefitted both students and staff at Rice. For example, the project specialists:

- Attended and participated in the school's Referral, Recommendation, and Review committee meetings to give background information and brainstorm techniques for dealing with specific students;
- Provided speakers for the weekly assemblies;
- Organized a system of behavior, attendance, and academic awards;
- Supervised during lunch and breaks;
- Made daily attendance calls; and
- Offered support and professional expertise to teachers.

Project specialists interacted with the parents and guardians of SCGC students in several different ways, including the following:

- As a step in the enrollment process at Rice, students and their parents and guardians met with the project specialists to discuss the school's rules, procedures, and philosophy.
- Any time a student missed school, the specialists called home to find out the reason and to emphasize the importance of regular attendance.

The project specialists had frequent, regular contacts with probation and parole officers, lawyers, social workers, and other court officials.

**GARDNER HOUSE**

The third project specialist served the youth at Gardner House, the Travis County Juvenile Detention Center. In addition to counseling, all residents (students and non-students alike) were provided a structured education program designed to incorporate academic, vocational, and practical life skills. AISD students detained at Gardner House were eligible for school attendance credit through participation in the SCGC specialist's classes.

While the specialists assigned to Rice spent most of their time on monitoring and counseling activities, the Gardner House specialist functioned most frequently as a teacher and instructional coordinator. Juveniles at the detention facility were already supplied with social workers, probation officers, dormitory workers, and other adults who provided counseling and guidance. Prior to the institution of SCGC, however, no regular, organized classes were available to these youth during their detention. Examples of the instruction offered by the specialist included the following:

**Basic academic skills** - Reading, writing, and mathematics work was geared to the individual's level of ability.

**Career education** - Both employers and employees from various fields discussed their occupations and the necessary training. A unit was also used which provided easy-to-read "career biography" booklets that described the lives of successful people in a variety of fields.

**Recreation** - Daily recreational activities were organized and scheduled.

**Arts and crafts** - Materials were available to give the students a chance to express themselves visually and creatively. At the same time, they had an opportunity to discuss feelings, events, and ideas in a relaxed non-threatening setting.

**Life skills** - Guest speakers, books, and films presented information on family and financial planning, child abuse prevention, and mental and physical health.

The most important activities, the project specialist believed, were those focused on adolescent growth and development and values. These touched on the neglected aspects of their education which directly affected their daily lives. Anatomy, physiology, sexuality, and teenage pregnancy were of immediate interest.

As was the case at Rice, representatives of community agencies were regularly asked to address the young people on topics of need or interest. The project specialist also coordinated the services of area college and high school student interns, dormitory workers, and volunteers.

It is notable that many of the youth who participated in SCGC at Gardner House, 131 of 501 (26%), were not enrolled in **any** school. The project specialist reported that the classroom setting allowed these dropouts an opportunity to succeed and, perhaps, develop an interest in returning to school or requesting information on how they could seek a General Education Diploma (GED). The classes benefitted the 289 AISD students, too. The project specialist reported class attendance to the District so that students could receive school credit despite their detention. Students were also able to work on school assignments and avoid falling so far behind that they would be unable to catch up with their classes after being released from custody.

## OTHER SOURCES EMPLOYED

Project specialists frequently referred students to community agencies for additional help or support. In spite of serving fewer students this year, the project specialists referred more students to more agencies than last year. This year they referred 274 students which is 119% more than the 125 of last year. This year they referred to 31 agencies compared with 21 agencies last year. The sources utilized are listed in Figure 5.

**FIGURE 5**
**Agencies Utilized by SCGC**

Austin Area Urban League
Austin Child Guidance and Evaluation Center
Austin Community College
Austin Dental Clinic
Austin Police Department-Victim Services
Austin State Hospital
Caritas
C.E.D.E.N.-Center for the Development of Education and Nutrition
Center for Battered Women
Charter Lane Hospital
Child and Family Services
Christian Social Mission
Creative Rapid Learning Center
Delinquency Prevention Division-Juvenile Court System
Department of Human Services-Children's Protective Services
Faulkner Center
Gary Job Corps
Huston-Tillotson College
Mental Health-Mental Retardation
Pebble Project-Child Abuse Center
Planned Parenthood of Austin
Rape Crisis Center
Reproductive Services
S.E.R.-Jobs for Progress
South Austin Youth Services
Spectrum Emergency Shelter
STARR '88
St. Edward's Job Fair
Travis County Health Department
Youth Advocacy Program
Youth Employment Services

## INSERVICE TRAINING

As a result of the late funding of the TEA grant, the project specialists received no inservice training at the beginning of the school year. The project specialists also reported receiving no inservice training during the year. The fact that the school administrator was assigned to the campus just before school started and spent time on both campuses probably was a contributing factor. The project specialists would like to receive inservice training on the following topics:

- Crisis intervention,
- Conflict resolution,
- Services available in Austin,
- Addictive disorders,
- Conduct disorder and emotional disturbance,
- Individualizing of instruction,
- Stress reduction, and
- Awareness of cultural differences.

## COSTS

SCGC was funded by a grant from the Texas Education Agency (TEA) under the authority of Article III, House Bill 20, Appropriations Bill of the 70th Texas Legislature. The budget of $100,000 for the 1987-88 school year was divided into $26,987 for Gardner House, $40,250 for Rice, $11,559 for evaluation and $21,294 for summer school. The number of students served in summer school is not yet available.

Gardner House served a large number of students (501) for a short period of time (average 5.9 days) while Rice's 411 students generally stayed until the end of the semester of enrollment. The cost was $54 per student for Gardner House and $98 per student for Rice. (NOTE: These figures do not reflect the number of students served during summer school in 1988.)

## WHAT ARE THE CHARACTERISTICS OF THE 1987-88 SCGC STUDENTS?

### LOCATION AND GRADE

SCGC served 781 students. This included the 318 at Rice H.S., 93 who were enrolled at Rice M.S. and 370 at Gardner House, (289 were from AISD and 81 were from other school districts). The remaining 131 adolescents served at Gardner House were dropouts. See Figure 6.

**FIGURE 6**
**Frequency By Grade**

| Grade | Rice H.S. N=318 | Rice M.S. N=93 | Gardner House* N=370 |
|---|---|---|---|
| 4 | | | 7 (1.9%) |
| 5 | | | 7 (1.9%) |
| 6 | | 15 (16.1%) | 22 (5.9%) |
| 7 | 10 (3.1%) | 40 (43.0%) | 76 (20.5%) |
| 8 | 87 (27.4%) | 38 (40.9%) | 96 (25.9%) |
| 9 | 147 (46..2%) | | 105 (28.4%) |
| 10 | 43 (13.5%) | | 35 (9.5%) |
| 11 | 21 (6.6%) | | 19 (5/1%) |
| 12 | 10 (3.1%) | | 3 (0.8%) |

* Please note that Gardner House figures are for students enrolled in school and do not include dropouts.

### GENDER

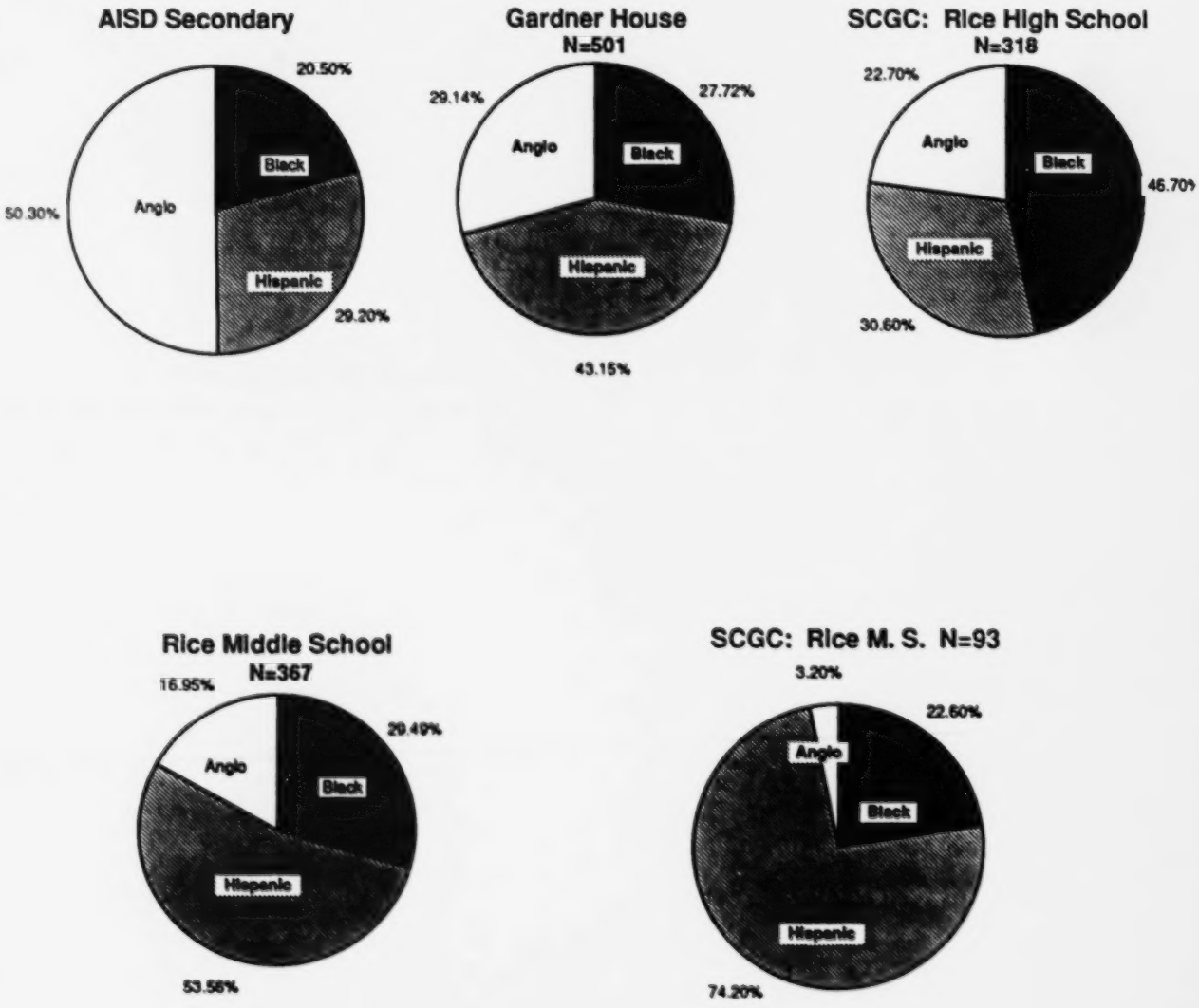
Males outnumbered females on all three campuses. Overall, there were 664 (72.8%) males and 248 (27.2%) females served by SCGC.

| | Rice H.S. | Rice M.S. | Gardner House |
|---|---|---|---|
| Male | 220 (69.2%) | 71 (76.3%) | 373 (74.4%) |
| Female | 98 (30.8%) | 22 (23.7%) | 128 (25.6%) |
| Total | 318 | 93 | 501 |

## ETHNIC BREAKDOWN

Figure 7 shows the breakdown of the three major ethnic groups served by SCGC. For comparison, the ethnic breakdown of AISD secondary students and Rice M. S. is also shown. All students at Rice H. S. were served by SCGC. Black students were overrrepresented at Rice H.S. and Hispanic students were overrepresented at Rice M.S. Gardner House continues to serve a greater proportaion of Black and Hispanic students. Rice served no American Indians, Alaskan natives, Asians nor Pacific Islanders. Gardner House served six Asians and one American Indian.

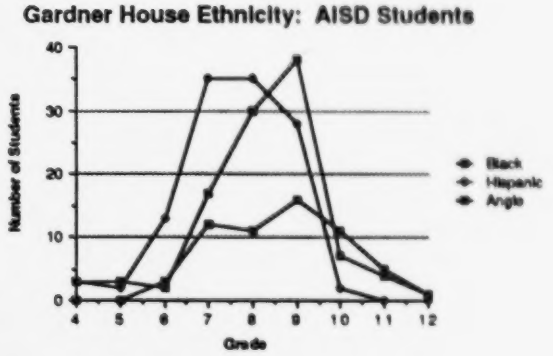
**FIGURE 7**
**Ethnicity**



## ETHNIC BREAKDOWN BY GRADE

Overall Hispanics represented the largest group of students in SCGC both at Rice and Gardner House. However, there was a difference in ethnic groups by grade. Hispanics contributed the most to the eighth grade and declined rapidly thereafter, while Blacks and Anglos peaked in the ninth grade. The breakdown of ethnicity by grade is shown in Figure 8 (Gardner) and Figure 9 (Rice).

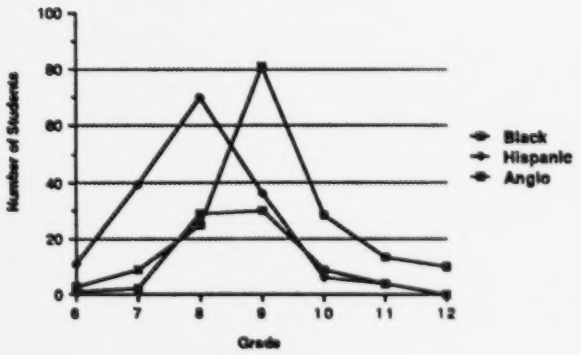
FIGURE 8
Gardner




Gardner House Ethnicity: AISD Students by Grade

| Ethnicity | Grade 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|
| Black | 3 | 3 | 2 | 17 | 30 | 38 | 7 | 4 | 1 |
| Hispanic | 3 | 2 | 13 | 35 | 35 | 28 | 2 | 0 | 0 |
| Anglo | 0 | 0 | 3 | 12 | 11 | 16 | 11 | 5 | 1 |

FIGURE 9
Rice




Rice: Ethnicity by Grade

| Ethnicity | Grade 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|
| Black | 3 | 9 | 25 | 81 | 28 | 13 | 10 |
| Hispanic | 11 | 39 | 70 | 36 | 6 | 4 | 0 |
| Anglo | 1 | 2 | 29 | 30 | 9 | 4 | 0 |

## LENGTH OF PARTICIPATION IN SCGC

Students enrolled in SCGC at Rice stayed until the end of that semester. This meant that some remained for 18 weeks and others for only a few days. Residents at Gardner House were more transient. A young person might be brought in on a Friday and released the following Monday or might live there for a number of months, depending on the circumstances leading to the detention. Figure 10 shows the average length of stay at Gardner House. Students enrolled in AISD at the time of their referral or who gave AISD as the last school district attended tended to stay longer than non-AISD students.

**FIGURE 10**
**Average Length of Stay at Gardner House**

| | |
|---|---|
| 5.9 days | average |
| 5.4 days | average for AISD enrolled students |
| 4.5 days | average for non-AISD enrolled students |
| 8.8 days | average for AISD dropout students |
| 5.5 days | average for non-AISD dropout students. |
| 136 days | longest stay |
| 1 day | shortest stay |

## REFERRAL REASONS

Students were referred to SCGC because they had committed one or more of a wide variety of offenses. Many of these offenses were not committed in school; however, the District's interest in the students goes beyond school hours and includes their overall ability to function in society and their growth as individuals. SCGC was designed to help teenagers avoid adjudication, which meant the delinquent behaviors leading to criminal prosecution had to be addressed.

Figure 11 shows the frequencies of these offenses for students enrolled at Rice; insubordination and fighting were the most common. Figure 12, on the next page, provides the same information for children entered at Gardner House; runaways and burglaries were most common. Although there is some overlap, the severity of the acts committed was greater for students sent to Gardner House. Some of the juveniles were referred for more than one reason.

FIGURE 11
**Offenses by Frequency for SCGC Students Enrolled at Rice 1987-88**

| Offense | Frequency | Rice H.S. | Rice M.S. |
|---|---|---|---|
| Insubordination | 102 | 61 (11.7%) | 41 (23.2%) |
| Fighting | 101 | 66 (12.6%) | 35 (19.8%) |
| Unexcused absences | 78 | 73 (13.9%) | 5 (2.8%) |
| Truancy | 77 | 68 (13.0%) | 9 (5.1%) |
| Excessive tardiness | 65 | 50 (9.6%) | 15 (8.5%) |
| Obscene language | 55 | 34 (6.5%) | 21 (11.9%) |
| Detention, missed or excessive | 52 | 44 (8.4%) | 8 (4.5%) |
| Assault | 49 | 37 (7.1%) | 12 (6.8%) |
| Violation of drug abuse policy | 34 | 25 (4.8%) | 9 (5.1%) |
| Theft | 31 | 22 (4.2%) | 9 (5.1%) |
| Possession of weapons | 14 | 8 (1.5%) | 6 (3.3%) |
| Vandalism | 8 | 7 (1.3%) | 1 (0.6%) |
| Arson | 5 | 4 (0.8%) | 1 (0.6%) |
| *Other | 28 | 24 (4.6%) | 4 (2.2%) |

* "Other" includes four counts of extortion, four counts of parental request, three counts of student request, two counts of adjustment and one count of each of these: possession of fireworks, distributing Nazi signs to others on campus, excessive absences but goes to other campuses, forgery, gang related fights, harassment and fondling of female student, indecency with a child, living in halfway house for TYC, loitering on campus, no skills for handling conflicts, runaway, self-injury with knives, sexual advance towards female teacher, special assignment, threatening to "burn the place down", and verbalized suicide intent in addition to truancy.

FIGURE 12
Offenses by Frequency for SCGC Students Entered at Gardner House 1987-88

| Offense | Frequency |
|---|---|
| Burglary | 113 |
| Runaway | 88 |
| Violation of lawful court appearance | 59 |
| Parole violation | 48 |
| Theft-$20 to less than $200 | 45 |
| Unauthorized use of a motor vehicle | 37 |
| Burglary of a vehicle | 33 |
| Assault on a school official | 20 |
| Criminal trespassing | 20 |
| Theft-$750 to less than $20,000 | 20 |
| Aggravated assault | 19 |
| Assault with injury | 19 |
| Warrant failure to appear | 18 |
| Temporary detention/not yet charged | 15 |
| Possession of a controlled substance, possession of marijuana, minor in possession | 14 |
| Unlawfully carrying a weapon | 14 |
| Riot | 13 |
| Criminal mischief with property damage $20-$199 | 12 |
| Aggravated robbery | 11 |
| Robbery | 11 |
| Burglary of coin operated machine | 8 |
| Criminal mischief with property damage $200-$749 | 8 |
| Escape from custody | 8 |
| Sexual assault, aggravated sexual assault | 8 |
| Attempted burglary | 7 |
| Criminal mischief with property damaged over $749 | 4 |
| Possessing prohibited weapons | 4 |
| Resisting arrest | 4 |
| Theft-$200 to less than $750 | 4 |
| Arson | 3 |
| Evading arrest | 3 |
| Murder | 3 |
| Credit card abuse | 2 |
| Delivery of marijuana | 2 |
| Indecency with a child | 2 |
| Theft from a person | 2 |
| Theft less than $20 | 2 |
| *Other | 11 |

* "Other" includes one count of each of the following: false alarm/disruption of program, false report to police officer, forgery, harassment, hindering apprehension/prosecution, inhalant abuse, reckless conduct, retaliation, sale of marijuana, terroristic threat, and vandalism.

## WHAT HAPPENED TO STUDENTS WHEN THEY LEFT RICE?

### BY THE END OF THE SEMESTER AT RICE

Students enrolled at Rice generally stayed until the end of that semester. A few transferred, were expelled, or dropped out. Figure 13 displays the outcome for spring, 1987 SCGC students and all 1987-88 students enrolled at Rice.

FIGURE 13
Disposition at the End of the Semester

| | Spring, 1987 | Fall, 1987 | Spring, 1988 |
|---|---|---|---|
| In School | | | |
| Returned to Home School | 209 (82.0%) | 211 (68.7%) | 334 (90.0%) |
| Remained at Rice | 8 (3.1%) | 55 (17.9%) | 16 (4.2%) |
| Dropped out | 15 (6.0%) | 15 (4.9%) | 11 (3.0%) |
| Transferred out of AISD | 3 (1.2%) | 5 (1.6%) | 2 (0.5%) |
| Expelled | 20 (7.8%) | 21 (6.8%) | 9 (2.4%) |
| Total | 255 | 307 | 372 |

### TWELVE-WEEK FOLLOW-UP STATUS

A follow-up study was conducted on all SCGC students who exited Rice spring, 1987 and all Rice students who exited fall, 1987. See Figure 14 for their status at the twelfth week of the semester following their attendance at Rice. Dropouts did not attend at any time during the semester. Partial attendees attended part of the semester but dropped out by the twelfth week. Note that the dropout rate is higher from tne home school than it was during the semester at Rice. Only slightly more than half were attending their home school after 12 weeks.

FIGURE 14
Twelve Week Follow-up Status

| | Spring, 1987 | Fall, 1987 |
|---|---|---|
| In School | | |
| Attending Home School | 145 (56.9%) | 181 (59.0%) |
| Returned to Rice | 24 (9.4%) | 21 (6.8%) |
| Dropped Out | | |
| Dropped Out (Did not attend at all.) | 40 (15.7%) | 46 (15.0%) |
| Partial Attendance at Home School | 20 (7.8%) | 33 (10.7%) |
| Partial Attendance at Rice | | 2 (0.7%) |
| Transferred | 25 (9.8%) | 22 (7.2%) |
| Expelled | 1 (0.4%) | 2 (0.7%) |
| Total | 255 | 307 |

## TWELVE-WEEK FOLLOW-UP - ATTENDANCE FOR SCGC STUDENTS

Attendance data were collected on 106 students who enrolled in SCGC during the spring, 1987 semester and 55 students who enrolled in SCGC during the fall, 1987 semester and who:

- Were eligible to return to their home school at the end of the semester; and
- Were still in school twelve weeks later.

These were the requirements for the TEA report (see Bibliography). Figure 15 reflects the attendance status at the twelfth week after returning to home schools. The change of schools at midyear may have a more deleterious effect on students than a change in fall. Note that students who exited Rice in the spring and returned to their home school in the fall were more likely to have improved attendance rates, while those who exited Rice in the fall semester and returned to their home school in the spring were more likely to have decreased attendance rates.

**FIGURE 15**
**Changes in Attendance Rates**

**Spring, 1987 N=106**

| Improved | Decreased | No Change |
|---|---|---|
| 55 (51.9%) | 32 (30.2%) | 19 (17.9%) |

**Fall, 1987 N=55**

| Improved | Decreased | No Change |
|---|---|---|
| 14 (25.5%) | 28 (50.9%) | 13 (23.6%) |

## TWELVE-WEEK FOLLOW-UP - GRADES FOR SCGC STUDENTS

The grades for the same 161 students mentioned previously were examined. Complete grade information was available for both semesters for only 71 students. AISD high school students need 21 credits for general graduation. Completing 2.5 credits (five courses per semester) most semesters will result in attainment of that goal. Therefore, 2.5 credits per semester (or five courses per semester) was used as the stardard for satisfactory progress. The figure below displays their grade status during and after enrollment at Rice. At Rice more students enrolled in the spring semester passed five or more courses than those enrolled in the fall semester. Overall, students passed more courses while at Rice than after leaving Rice. This may reflect the differences in the structure of the alternative school and the regular school. Classes at Rice are smaller, individualized, and self-paced. Serious problems with records exist which need to be investigated.

| Spring, 1987 N=42 | During Rice | After Rice |
|---|---|---|
| Passing 5 or more courses | 30 (71.4%) | 13 (31.0%) |
| Passing fewer than 5 courses | 12 (28.6%) | 29 (69.0%) |

| Fall, 1987 N=29 | During Rice | After Rice |
|---|---|---|
| Passing 5 or more courses | 15 (51.7%) | 8 (27.6%) |
| Passing fewer than 5 courses | 14 (48.3%) | 21 (72.4%) |

## ATTENDANCE RATES FOR ALL RICE STUDENTS

Additional attendance data were collected on all SCGC students enrolled in spring, 1987 and all Rice students enrolled in fall, 1987. **The attendance rate while at Rice was slightly lower than before entry for each group, but the largest decline in the attendance rate occurred well before their enrollment in SCGC.** The range of absences in the semester prior to attending in spring, 1987 was 0-29. The average number of absences was 4.5. The range of absences prior to attending in the fall of 1987 was 0-37. The average number of absences was 4.9. Seventy-three percent of the spring, 1987 students and 25% of fall, 1987 students **entering** Rice had **already exceeded** five absences for the semester. While it was not determined whether absences were excused or not, many students probably were close to or had exceeded the limit. This may help to explain why attendance declined. New attendance rules prevent students from receiving credit after five **unexcused** absences.

**The attendance rate increased for both groups** of spring, 1987 students (all students and those meeting TEA requirements) **after leaving SCGC.** However, it decreased for both groups of fall, 1987 students after leaving Rice. This decrease may reflect a change in schools at midyear or may reflect that all Rice students and not just SCGC students are included in fall, 1987. See Figures 16a and 16b for attendance rates for students who exited from Rice.

FIGURE 16a

**Attendance Rates: Exited Rice Students Spring, 1987**

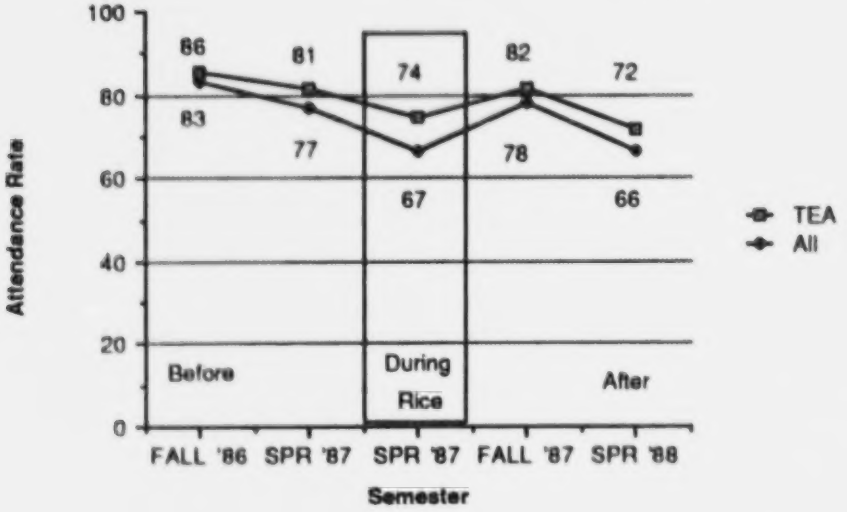
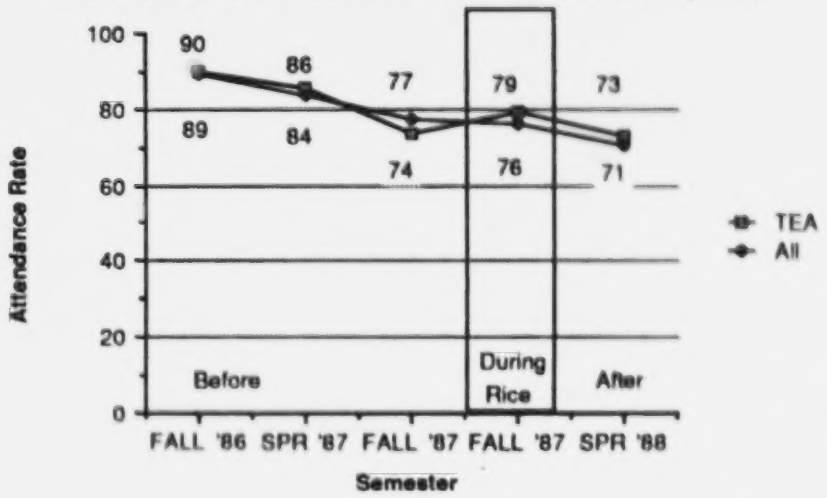



FIGURE 16b

**Attendance Rates: Exited Rice Students Fall, 1987**



## DROPOUT STUDY

### DISPOSITIONS

Data was gathered on the 1,284 SCGC students enrolled at Rice from spring, 1986 through spring, 1987 and all students enrolled at Rice in 1987-88. Only 4.3% had dropped out during the semester of enrollment at Rice. Eighty percent were returned to their home school and 10% spanned (were detained at Rice for the following semester). See Figure 17.

**FIGURE 17**
**Dispositions of Students for Five Semesters**
**At Time of Departure From Rice**
**N=1,284**

| | | |
|---|---|---|
| Graduated | 3 | (0.2%) |
| In School | | |
| In Home School | 1031 | (80.3%) |
| Spanned at Rice | 130 | (10.1%) |
| Dropped Out | 55 | (4.3%) |
| Transferred | 12 | (0.9%) |
| Expelled | 53 | (4.1%) |

### DROPOUT RATES

All students assigned to Rice are at high risk for dropping out of school. If a student has withdrawn from school and a transfer request from another institution has not been received, then AISD considers the student a dropout. A follow-up study on dropping out was conducted on all students enrolled in Rice during the four semesters prior to spring, 1988. The enrollment status was checked at several points in time. See Figures 18, 19, 20, and 21.

FIGURE 18
Follow-up of Former Students
Who Exited Rice in Spring, 1986
N=188

| | Status as of: November, 1986 | January, 1987 | June, 1987 | January, 1988 | June, 1988 |
|---|---|---|---|---|---|
| Graduated | 1 (0.5%) | 1 (0.5%) | 1 (0.5%) | 1 (0.5%) | 1 (0.5%) |
| In School | | | | | |
| In School | 148 (74.7%) | 63 (31.8%) | 56 (28.3%) | 50 (25.3%) | 29 (14.6%) |
| Returned to Rice | 12 (6.1%) | 46 (23.2%) | 30 (15.2%) | 12 (6.1%) | 10 (5.1%) |
| Dropped Out | | | | | |
| Dropped Out | 25 (17.6%) | 37 (18.7%) | 69 (34.8%) | 85 (42.9%) | 114 (57.6%) |
| Partial Attendance Before Dropping Out of Home School | | 43 (21.7%) | 29 (14.6%) | 32 (16.2%) | 24 (12.1%) |
| Partial Attendance Before Dropping Out of Rice | | 1 (0.5%) | 1 (0.5%) | | 1 (0.5%) |
| Transferred | 2 (1.0%) | 7 (3.5%) | 7 (3.5%) | 17 (8.6%) | 18 (9.1%) |
| Deceased | | | 1 (0.5%) | 1 (0.5%) | 1 (0.5%) |
| Expelled | | | 4 (2.0%) | | |

FIGURE 19
Follow-up of Former Students
Who Exited Rice in Fall, 1986
N=146

| | Status as of: April, 1987 | June, 1987 | January, 1988 | June, 1988 |
|---|---|---|---|---|
| Graduated | | | | |
| In School | | | | |
| In School | 82 (56.2%) | 98 (67.1%) | 58 (39.7%) | 44 (30.1%) |
| Returned to Rice | 27 (18.5%) | 3 (2.1%) | 20 (13.7%) | 9 (6.2%) |
| Dropped Out | | | | |
| Dropped Out | 25 (17.1%) | 36 (24.7%) | 27 (18.5%) | 54 (37.0%) |
| Partial Attendance Before Dropping Out of Home School | | | 29 (19.9%) | 22 (15.1%) |
| Partial Attendance Before Dropping Out of Rice | | | 1 (0.7%) | 5 (3.4%) |
| Transferred | 3 (2.1%) | 9 (6.2%) | 11 (7.5%) | 12 (8.2%) |
| Expelled | 9 (6.2%) | | | |

FIGURE 20
Follow-up of Former Students
Who Exited Rice in Spring, 1987
N=255

| | Status as of: November, 1987 | January, 1988 | June, 1988 |
|---|---|---|---|
| Graduated | | | |
| In School | | | |
| In School | 145 (56.9%) | 143 (56.1%) | 92 (36.1%) |
| Returned to Rice | 24 (9.4%) | 28 (11.0%) | 33 (12.9%) |
| Dropped Out | | | |
| Dropped Out | 40 (15.7%) | 34 (13.3%) | 51 (20.0%) |
| Partial Attendance Before Dropping Out of Home School | 20 (7.8%) | 24 (9.4%) | 44 (17.3%) |
| Partial Attendance Before Dropping Out of Rice | | | 11 (4.3%) |
| Transferred | 25 (9.8%) | 23 (9.0%) | 24 (9.4%) |
| Expelled | 1 (0.4%) | 3 (1.2%) | |

FIGURE 21
Follow-up of Former Students
Who Exited Rice in Fall, 1987
N=307

| | Status as of: April, 1988 | June, 1988 |
|---|---|---|
| Graduated | | 4 (1.3%) |
| In School | | |
| In School | 181 (59.0%) | 161 (52.4%) |
| Returned to Rice | 21 (6.8%) | 31 (10.1%) |
| Dropped Out | | |
| Dropped Out | 46 (15.0%) | 45 (14.6%) |
| Partial Attendance Before Dropping Out of Home School | 33 (10.7) | 37 (12.1%) |
| Partial Attendance Before Dropping Out of Rice | 2 (0.7%) | 4 (1.3%) |
| Transferred | 22 (7.2%) | 24 (7.8%) |
| Expelled | 2 (0.7%) | 1 (0.3%) |

**While at Rice few students appeared to drop out. However, rates escalated once students returned to their home school. Almost one half of these students had dropped out one year after leaving Rice.** Some of these students may have been enrolled in educational programs which did not grant a high school diploma. Of special interest is the number of students who exhibit partial attendance before dropping out. Many students attended parts of two or more semesters before completely dropping out.

Results of the spring, 1988 Employee Survey indicated that, if services were provided, home schools were most likely to provide returning students with a special orientation, extra individual counseling, unique course assignment, and a tour of the school. Schools were not likely to provide students with an adult mentor and were less likely to provide group counseling.

Students having repeat referrals to Rice were more likely to be in school one and one-half to two years later than students not enrolled again at Rice. This relationship is statistically significant at $p < .00001$. It appears that many students who function well at Rice are unable to function well at their home school. They either drop out or return to Rice. See Figure 22. Stronger support services for Rice students returning to their home school seem to be needed.

FIGURE 22
**Relationship Between Repeat Referral and School Status**

**One and Half Years After Leaving Rice**

| | In School | Not In School |
|---|---|---|
| No Repeat Referral | 43 (37.4%) | 130 (65.7%) |
| Repeat Referral | 72 (62.6%) | 68 (34.3%) |

**Two Years After Leaving Rice**

| | In School | Not In School |
|---|---|---|
| No Repeat Referral | 15 (38.5%) | 98 (70.5%) |
| Repeat Referral | 24 (61.5%) | 41 (29.5%) |

## SPANNERS

Spanners are students who enrolled at Rice one semester and remained at Rice for the following semester. A study was conducted of all SCGC students enrolled at Rice for the semesters spring, 1986 through spring, 1987 and all Rice students enrolled in 1987-88 who were spanned to the following semester. It was found that students retained at Rice do not dropout at rates as high as students returned to home campuses at the end of the semester enrolled. See Figure 23.

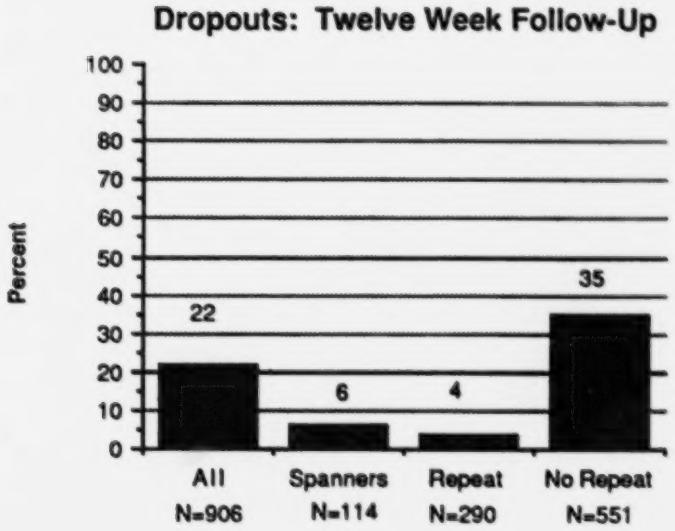
**FIGURE 23**
**Follow-up of Spanners**

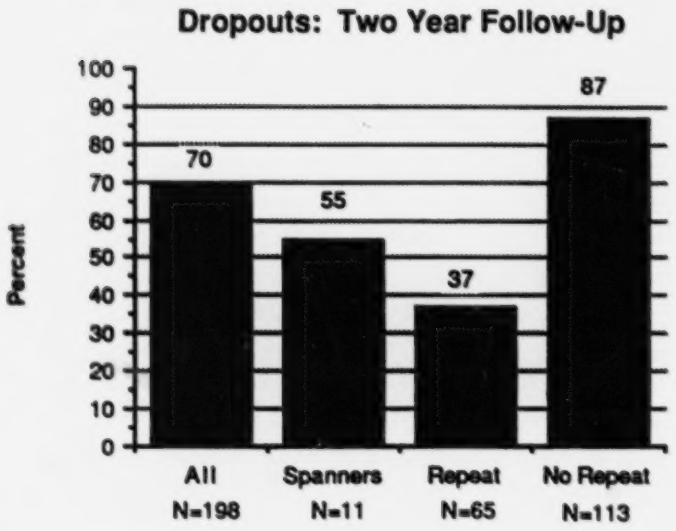
| | Time 1* | Time 2* | Time 3* | Time 4* | Time 5* |
|---|---|---|---|---|---|
| Graduated | | 1 (0.9%) | | | |
| In School | | | | | |
| In School | 97 (85.1%) | 83 (72.8%) | 28 (47.5%) | 20 (39.2%) | 1 (9.1%) |
| Returned to Rice | | 11 (9.6%) | 8 (13.6%) | 3 (5.9%) | 2 (18.2%) |
| Dropped Out | | | | | |
| Dropped Out | 5 (4.4%) | 10 (8.8%) | 6 (10.2%) | 14 (27.5%) | 3 (27.3%) |
| Partial Attendance Before Dropping Out Of Home School | 1 (0.9%) | | 10 (16.9%) | 9 (17.6%) | 3 (27.3%) |
| Partial Attendance Before Dropping Out Of Rice | 1 (0.9%) | 2 (1.8%) | 1 (1.7%) | | |
| Transferred | 3 (2.6%) | 6 (5.3%) | 5 (8.5%) | 5 (9.8%) | 2 (18.2%) |
| Expelled | 7 (6.2%) | 1 (0.9%) | 1 (1.7%) | | |
| | N=114 | N=114 | N=59 | N=51 | N=11 |

* Time 1 - Twelfth week of semester following enrollment in Rice.
Time 2 - End of the first semester after enrollment in Rice.
Time 3 - End of the second semester after enrollment in Rice.
Time 4 - End of the third semester after enrollment in Rice.
Time 5 - End of the fourth semester after enrollment in Rice.

Follow-up information was available on 906 students enrolled at any time from January 1986 through January 1988. Dropout rates were compared for all 906 students, the spanners (students enrolled during one semester and remaining at Rice for the following semester), students with a repeat referral to Rice and students with no repeat referral to Rice. Figure 24 displays the results at twelve weeks and two years after leaving Rice. Those with no repeat referral had the highest dropout rate and those with a repeat referral had the lowest dropout rate at both points in time.

FIGURE 14
Dropouts: Comparison of Rates



ATTACHMENT 1

| | Total | Rice H.S. | Rice M.S. | SCGC |
|---|---|---|---|---|
| | N=685 | N=318 | N=367 | N=411 |
| Fall '87 | N=307 (44.8%) | N=139 (43.7%) | N=168 (45.8%) | N=139 (33.8%) |
| Spring '87 | N=378 (55.2%) | N=179 (56.3%) | N=199 (54.2%) | N=272 (66.2%) |
| Special Education | 77 (11.2%) | 37 (11.6%) | 40 (10.9%) | 49 (11.9%) |
| Adjudicated | 133 (19.4%) | 46 (14.5%) | 87 (23.8%) | 64 (15.6%) |
| First Assignment | 565 (82.4%) | 263 (82.7%) | 302 (82.3%) | 340 (82.7%) |
| Repeaters | 120 (17.6%) | 55 (17.3%) | 65 (17.7%) | 71 (17.3%) |
| **GRADES** | | | | |
| 6 | 43 (6.3%) | | 43 (11.7%) | 15 (3.6%) |
| 7 | 157 (22.9%) | 10 (3.1%) | 147 (40.1%) | 50 (12.2%) |
| 8 | 264 (38.5%) | 87 (27.4%) | 177 (48.2%) | 125 (30.4%) |
| 9 | 147 (21.5%) | 147 (46.2%) | | 147 (35.8%) |
| 10 | 43 (6.3%) | 43 (13.5%) | | 43 (10.5%) |
| 11 | 21 (3.1%) | 21 (6.6%) | | 21 (5.1%) |
| 12 | 10 (1.5%) | 10 (3.1%) | | 10 (2.4%) |
| **AGE** | | | | |
| 11 | 1 (0.1%) | | 1 (0.3%) | |
| 12 | 28 (4.1%) | | 28 (7.6%) | 7 (1.7%) |
| 13 | 84 (12.3%) | 3 (0.9%) | 81 (22.1%) | 28 (6.8%) |
| 14 | 141 (20.6%) | 30 (9.4%) | 111 (30.2%) | 65 (15.8%) |
| 15 | 218 (31.8%) | 109 (34.3%) | 109 (29.7%) | 130 (31.6%) |
| 16 | 135 (19.7%) | 104 (32.7%) | 31 (8.4%) | 107 (26.0%) |
| 17 | 53 (7.7%) | 47 (14.8%) | 6 (1.6%) | 49 (11.9%) |
| 18 | 22 (3.2%) | 22 (6.9%) | | 22 (5.4%) |
| 19 | 3 (0.4%) | 3 (0.9%) | | 3 (0.7%) |
| **SEX** | | | | |
| Male | 490 (71.5%) | 220 (69.2%) | 270 (73.6%) | 291 (70.8%) |
| Female | 195 (28.5%) | 98 (30.8%) | 97 (26.4%) | 120 (29.2%) |
| **ETHNICITY** | | | | |
| Asian | 2 (0.3%) | 1 (0.3%) | 1 (0.3%) | 1 (0.2%) |
| Black | 256 (37.4%) | 148 (46.5%) | 108 (29.4%) | 169 (41.1%) |
| Hispanic | 293 (42.8%) | 97 (30.5%) | 196 (53.4%) | 166 (40.4%) |
| Anglo | 134 (19.6%) | 72 (22.6%) | 62 (16.9%) | 75 (18.2%) |

ATTACHMENT 1 (Continued)

| | Total | Rice H.S. | Rice M.S. | SCGC |
|---|---|---|---|---|
| **DISPOSITION** | | | | |
| In School | 545 (79.6%) | 259 (81.4%) | 286 (77.9%) | 343 (83.5%) |
| Drop Out | 7 (1.0%) | 7 (2.2%) | | 7 (1.7%) |
| Expelled | 30 (4.4%) | 16 (5.0%) | 14 (3.8%) | 18 (4.4%) |
| Transfered | 7 (1.0%) | 3 (0.9%) | 4 (1.1%) | 3 (0.7%) |
| Retained | 71 (10.4%) | 28 (8.8%) | 43 (11.7%) | 31 (7.5%) |
| Alternative School | 7 (1.0%) | 1 (0.3%) | 6 (1.6%) | 2 (0.5%) |
| Moved | 10 (1.5%) | 3 (0.9%) | 7 (1.9%) | 5 (1.2%) |
| Institutionalized | 8 (1.2%) | 1 (0.3%) | 7 (1.9%) | 2 (0.5%) |
| **PROGRAM** | | | | |
| AIP | 14 (2.0%) | 11 (3.5) | 3 (0.8%) | 12 (2.9%) |
| Behavior | 529 (77.2%) | 234 (73.6%) | 295 (80.4%) | 316 (76.9%) |
| Special Assignment | 24 (3.5%) | 18 (5.7%) | 6 (1.6%) | 20 (4.9%) |
| TAP | 118 (17.2%) | 55 (17.3%) | 63 (17.2%) | 63 (15.3%) |
| **OFFENSE*** | | | | |
| I | 216 (18.2%) | 61 (11.7%) | 155 (23.4%) | 102 (14.6%) |
| F | 191 (16.1%) | 66 (12.6%) | 125 (18.9%) | 101 (14.4%) |
| Q | 120 (10.1%) | 68 (13.0%) | 52 (7.8%) | 77 (11.0%) |
| J | 103 (8.7%) | 34 (6.5%) | 69 (10.4%) | 55 (7.9%) |
| E | 101 (8.5%) | 50 (9.6%) | 51 (7.7%) | 65 (9.3%) |
| S | 100 (8.4%) | 73 (14.0%) | 27 (4.1%) | 78 (11.2%) |
| D | 93 (7.8%) | 44 (8.4%) | 49 (7.4%) | 52 (7.4%) |
| B | 74 (6.2%) | 37 (7.1%) | 37 (5.6%) | 49 (7.0%) |
| M | 50 (4.2%) | 20 (3.8%) | 30 (4.5%) | 28 (4.0%) |
| P | 39 (3.3%) | 22 (4.2%) | 17 (2.6%) | 31 (4.4%) |
| T | 39 (3.3%) | 23 (4.4%) | 16 (2.4%) | 27 (3.9%) |
| L | 25 (2.1%) | 8 (1.5%) | 17 (2.6%) | 14 (2.0%) |
| R | 18 (1.5%) | 7 (1.3%) | 11 (1.7%) | 8 (1.1%) |
| A | 7 (0.6%0 | 4 (0.8%) | 3 (0.5%) | 5 (0.7%) |
| N | 6 (0.5%) | 5 (1.0%) | 1 (0.2%) | 6 (0.9%) |
| K | 3 (0.3%) | | 3 (0.5%) | 1 (0.1%) |

* A (arson) B (assault) C (cheating)
D (detention) E (excessive tardiness) F (fighting)
G (gambling) H (hazing) I (insubordination)
J (obscene language) K (possession of fireworks)
L (possession of weapons)
M (possession of controlled substance, first offense)
N (repeated possession of controlled substance)
O (smoking) P (theft) Q (truancy)
R (vandalism) S (unexcused absences) T (other)**

**Other includes the following offenses: adjustment, distributing Nazi signs to others on campus, excessive absences but goes to other campuses, extortion, forgery, gang related fights, harassment and fondling of female student, indecency with a child, living in halfway house for TYC, loitering on campus, no skills for handling conflicts, parental request, runaway, student request, self-injury with knives, sexual advance towards female teacher, special assignment, threatening to "burn the place down", and verbalized suicide intent in addition to truancy.

ATTACHMENT 1 (Continued)

| | Total | | Rice H.S. | | Rice M.S. | | SCGC | |
|---|---|---|---|---|---|---|---|---|
| **PREVIOUS SCHOOL** | | | | | | | | |
| Non-Dist. | 8 | (1.2%) | 7 | (2.2%) | 1 | (0.3%) | 8 | (1.9%) |
| Austin | 8 | (1.2%) | 8 | (2.5%) | | | 8 | (1.9%) |
| Johnston | 18 | (2.6%) | 18 | (5.7%) | | | 18 | (4.4%) |
| Lanier | 32 | (4.7%) | 32 | (10.1%) | | | 32 | (7.8%) |
| McCallum | 4 | (0.6%) | 4 | (1.3%) | | | 4 | (1.0%) |
| Reagan | 40 | (5.8%) | 40 | (12.6%) | | | 40 | (9.7%) |
| Travis | 29 | (4.2%) | 29 | (9.1%) | | | 29 | (7.1%) |
| Crockett | 30 | (4.4%) | 30 | (9.4%) | | | 30 | (7.3%) |
| Anderson | 13 | (1.9%) | 13 | (4.1%) | | | 13 | (3.2%) |
| LBJ | 44 | (6.4%) | 44 | (13.8%) | | | 44 | (10.7%) |
| Robbins | 3 | (0.4%) | 2 | (0.6%) | 1 | (0.3%) | 2 | (0.5%) |
| Fulmore | 30 | (4.4%) | 7 | (2.2%) | 23 | (6.3%) | 15 | (3.6%) |
| Kealing | 26 | (3.8%) | 3 | (0.9%) | 23 | (6.3%) | 8 | (1.9%) |
| Lamar | 29 | (4.2%) | 2 | (0.6%) | 27 | (7.4%) | 7 | (1.7%) |
| Burnet | 35 | (5.1%) | 0 | (0.0%) | 35 | (9.4%) | 6 | (1.5%) |
| O. Henry | 30 | (4.4%) | 2 | (0.6%) | 28 | (7.6%) | 12 | (2.9%) |
| Pearce | 63 | (9.2% | 4 | (1.3%) | 59 | (16.1%) | 17 | (4.1%) |
| Porter | 58 | (8.5%) | 24 | (7.5%) | 34 | (9.3%) | 36 | (8.8%) |
| Martin | 31 | (4.5%) | 2 | (0.6%) | 29 | (7.9%) | 11 | (2.7%) |
| Murchison | 35 | (5.1%) | 7 | (2.2%) | 28 | (7.6%) | 12 | (2.9%) |
| Bedichek | 45 | (6.6%) | 21 | (6.6%) | 24 | (6.5%) | 29 | (7.1%) |
| Dobie | 9 | (1.3%) | 1 | (0.3%) | 8 | (2.2%) | 3 | (0.7%) |
| Covington | 19 | (2.8%) | 11 | (3.5%) | 8 | (2.2%) | 12 | (2.9%) |
| Mendez | 39 | (5.7%) | 3 | (0.9%) | 36 | (9.8%) | 10 | (2.4%) |
| Read | 7 | (1.0%) | 4 | (1.3%) | 3 | (0.8%) | 5 | (1.2%) |

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